

**Lockport City School District**  
**ELA Grade 2**  
**Unit 4**  
**Aligned to the Common Core 2011-2012**

**Unit 4: Timelines**

**Rationale:** Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

**Duration: 10 weeks**

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note: highlighted standards are formally assessed within this unit.**

**Reading for Literature**

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (RL.2.1)

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (RL.2.5)

**Reading for Information**

Ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate an understanding of key details in a text. (RI.2.1)

Identify the main topic of a multipage text as well as the focus of specific paragraphs within the text. (RI.2.2)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3)

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4)

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or facts in a text efficiently. (RI.2.5)

Identify the main purpose of a text, including what the author wants to answer, explain and describe. (RI.2.6)

Explain how specific images (e.g., a diagram showing how a machine works) contributes to and clarify a text. (RI.2.7)

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

### **Reading Foundational Skills**

Know and apply grade-level phonics and word analysis skills in decoding words.(RF.2.3)

Know spelling-sound correspondences for additional common vowel terms.(RF.2.3b)

Decode regularly spelled two-syllable words with long vowels.(RF.2.3c)

Decode words with common prefixes and suffixes.(RF.2.3d)

Identify words with consistent but common spelling-sound correspondences.(RF.2.3e)

Recognize and read grade-appropriate irregularly spelled words. (RF.2.3f)

Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4c)

### **Writing**

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. (W.2.1)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

With guidance and support from peers and adults, focus on a topic and strengthen writing as

needed by planning, revising, and editing. (W.2.5)

Participate in shared research and writing projects. (W.2.7)

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.2.11)

### **Language**

Demonstrate command of the conventions of standard English grammar and usage when writing or spelling (L.2.1)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use an apostrophe to form contractions and frequently occurring possessives. (L.2.2c)

Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. (L.2.2e)

### **Speaking and Listening**

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media (SL.2.2)

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue (SL.2.3)

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

### **ESSENTIAL QUESTIONS:**

- **How do things change?**
- **How do they stay the same?**

<p><b>BY THE END OF THIS UNIT, STUDENTS WILL KNOW:</b> (What do I need to teach?)</p> <ul style="list-style-type: none"> <li>• <b>Strategies for determining the following when reading informational text:</b> How to describe the connection between a series of scientific ideas or concepts, or steps in technical procedures in a text. How to determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area. How to locate key facts in a text efficiently. Identify the main purpose of the text and explain how specific images contributes to and clarify a text. How to comprehend informational texts, including history/social studies, science, and technical texts,</li> <li>• <b>Strategies to teach while reading literature:</b> <i>How to</i> activate and use prior knowledge, Make and confirm predictions, Recognize text structure: story and informational, Identifying main ideas, Visualize; use mental imagery, Use parts of a book to locate information, Identify author's purpose, Draw conclusions, How to make meaning from Graphic sources, the difference between realism and fantasy, Sequence of events, how to describe characters, determine the setting of the story. How to ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. Describe how the</li> </ul>	<p><b>BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO:</b> (What do I need to model, coach the development of, and ask students to perform/do?)</p> <ul style="list-style-type: none"> <li>• <b>Interpret, from informational text read:</b> Describe the connection between a series of scientific ideas or concepts, or steps in technical procedures in a text. Determine the meaning of words and phrases in a text relevant to grade 2 topic or subject area. Locate key facts in a text efficiently. Identify the main purpose of the text and explain how specific images contributes to and clarify a text. Read and comprehend informational texts, including history/social studies, science, and technical texts,</li> </ul> <p><b>When reading literature:</b> Activate and use prior knowledge, Make and confirm predictions, Recognize text structure: story and informational, Identifying main ideas, Visualize; use mental imagery, Use parts of a book to locate information, Identify author's purpose, Draw conclusions, Graphic sources, Realism and fantasy, Sequence of events, Character, Setting. Ask and answer such questions as <i>who, what, where, when, why</i> and <i>how</i> to demonstrate understanding of key details in a text. Understand how the beginning introduces the story and the ending concludes the action. Understand how to read with sufficient accuracy and fluency to support comprehension, and</p>
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beginning introduces the story and the ending concludes the action. How to read with sufficient accuracy and fluency to support comprehension, and use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **Strategies for writing informative/explanatory text:** *How to* create and use guiding questions, how to establish a main idea and use details to support it, how to gather facts from varied resources, how to revise work effectively
- **Strategies for selecting appropriate research and publication tools online.**
- **Strategies for applying and improving use of conventions:** How to demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns
- **Strategies for demonstrating speaking, listening, and collaborative learning skills:** *How to* narrate in sequence, use different types of media to enhance message, follow and give directions, compare and contrast characters, make introductions
- **Strategies for Applying Foundational Reading Skills:** *How to* decipher letter-sound relationships, r-controlled vowels, vowel digraphs, base words and inflected endings, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehend, and use appropriate rate, read

use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **As writers of informative/explanatory text:** Guiding Questions for Theme, Main Idea, Supporting Details, Use of Facts from Varied Sources, Revision
- **Use internet to research and publish writing.**
- **Apply conventions:** Demonstrate command of conventions: capitalization, apostrophes for contractions, and possessive nouns, demonstrate learned spelling patterns
- **Demonstrate speaking, listening, and collaborative learning skills:** Narrate in sequence, types of media, follow and give directions, compare and contrast characters, make introductions
- **Foundational Reading Skills:** Know letter-sound relationships, know r-controlled vowels, know vowel digraphs,

<p>aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain vocabulary, examine word usage and effectiveness</p> <ul style="list-style-type: none"> <li>• <b>Language Skills</b> Demonstrate how to consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> </ul>	<p>base words and inflected endings, contractions, blend syllables to decode multisyllabic words, read aloud with accuracy, comprehension, and appropriate rate, read aloud with expression, attend to punctuation and use appropriate phrasing, practice fluency, read high frequency words and lesson vocabulary automatically, develop vocabulary, use context clues, use grade-appropriate references, use graphic organizers to group study and retain vocabulary, examine word usage and effectiveness</p> <ul style="list-style-type: none"> <li>• <b>Language Skills:</b> Student will consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> </ul>
<b>PHASE TWO: ASSESSMENT EVIDENCE</b>	
<p><b>Post-Assessment Task</b></p> <p><b>Unit 4 Culminating Task</b></p>	<p><b>Formative Assessment Process:</b></p>
<p><b>What will the student do or produce to demonstrate their understanding and</b></p>	<ul style="list-style-type: none"> <li>• <b>How will the teacher support performance on this task?</b></li> <li>• <b>How will the teacher formatively</b></li> </ul>

abilities?	assess student work and provide feedback?
<p><b>Students will.....</b></p> <ul style="list-style-type: none"> <li>• Learners will, with teacher support, brainstorm potential questions that will then guide their research about things that change. <u>This will be captured on their note-sheet.</u> (RI.2.1) (W.2.5)</li> <li>• Learners will search a variety of informational texts to locate information about things that change. They will determine what the main topic is of each text they read and identify the topics of several paragraphs within each text. <u>This will be captured on their note-sheet.</u> (RI.2.2) (W.2.7)</li> <li>• <b>Timed Writing: Each learner will independently express a written opinion about things that change and share reasons that support this opinion, using the linking words <i>because</i> and <i>also</i>. Their opinion piece will also have a concluding statement. <u>This piece will be collected and used for baseline assessment purposes.</u> (W.2.1) (W.2.5)(W.2.7)</b></li> <li>• They will use teacher feedback to revise and improve this draft, which may then be used for summative assessment purposes and <u>collected for NYS post-assessment purposes.</u></li> <li>• Each writer will draft a <u>timeline</u> that reflects how a person, place, or thing changes. The timeline must include: <ul style="list-style-type: none"> <li>○ An introductory section, which</li> </ul> </li> </ul>	<p><b>Teacher will.....</b></p> <ul style="list-style-type: none"> <li>• Support students as they brainstorm worthwhile questions about to guide their research.</li> <li>• Provide access to print and digital texts that can inform their research.</li> <li>• Support writers as they capture main topics of texts and paragraphs within texts, using note-sheets.</li> <li>• Help writers form groups and establish potential purposes for clubs.</li> <li>• Assign timed writing task, which must be completed without teacher support in 30 minutes of class time.</li> <li>• Collect drafts and use a standards-based rubric to assess quality and provide criteria-specific feedback to students.</li> <li>• Capture findings/data from the timed writing task using the approved rubric.</li> <li>• Use these findings to inform instruction, revise curricula, and coach individual writers to improve skills.</li> <li>• Collect data from final, revised copies. <u>Use this for NYS post-assessment purposes.</u></li> <li>• Model how to create a high quality timeline, which must include the following: <ul style="list-style-type: none"> <li>○ An introductory section, which provides background information about the club's purpose.</li> </ul> </li> </ul>

<p>provides background information about the club's purpose.</p> <ul style="list-style-type: none"> <li>○ A sequence of facts and details about how the change occurs.</li> <li>○ A concluding statement that reinforces the most important thing they learned through their study.</li> </ul> <p>This draft will be completed in the <u>note-sheet</u> packet.</p> <ul style="list-style-type: none"> <li>• Learners will use a criteria-specific rubric to self-assess and <u>the note-sheet to reflect and set goals</u>. They will revise their draft, which will be submitted to the teacher for <u>baseline assessment purposes</u>. (W.2.2) (W.2.5)</li> <li>• The teacher will provide criteria-specific feedback to writers on these drafts. With guidance and support from adults, peers will then provide criteria-specific feedback on several drafts completed by others, using the peer review process. Findings from peer review will be captured on their <u>note-sheets</u>. (W.2.5) (SL.2.2) (SL.2.3) (SL.2.6)</li> <li>• Learners will revise their individual <u>timelines</u> in response to feedback received. (W.2.5)(W.2.11)</li> <li>• A final <u>product</u> will be created using information from their planning work and a variety of creative materials. (W.2.7)(W.2.11)</li> <li>• <u>Timelines</u> will be shared with an audience who can learn from them. They will be submitted for a grade.</li> </ul>	<ul style="list-style-type: none"> <li>○ A sequence of facts and details about how the change occurs.</li> <li>○ A concluding statement that reinforces the most important thing they learned through their study.</li> </ul> <ul style="list-style-type: none"> <li>• Guide writers as they use rubrics to self-assess, set goals, and revise. Collect and provide feedback.</li> <li>• Coach writers to provide high quality criteria-specific feedback to peers and to capture what is learned on their note-sheets.</li> <li>• Support writers in the revision of their timeline plans.</li> <li>• Model strategies for producing a high quality timeline, using planning work and a variety of creative materials.</li> <li>• Provide exemplars of timelines, so groups are aware of what high quality looks like.</li> <li>• Support writers as they share their final products with those who can learn from them.</li> <li>• Timelines will be shared with an audience who can learn from them. They will be submitted for a grade. Teachers will collect this data for NYS post-assessment purposes.</li> <li>• Note-sheets will be collected and used for NYS post-assessment purposes.</li> </ul>
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- Note-sheets will be collected and used for NYS post-assessment purposes.

<b>PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK</b>		
<b>MOMENT:</b>	<b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b>	<b>USING THESE RESOURCES:</b>
<b>GUIDED READING</b>	<ul style="list-style-type: none"> <li>Targeted comprehension, fluency, listening and speaking and/or language skills</li> </ul>	<b>Suggestions:</b> <ul style="list-style-type: none"> <li>Rubrics</li> <li>Checklists</li> <li>Annotated Rubric</li> <li>Monitor progress through Sentence Reading Assessments and/or Fresh Reads</li> </ul>
<b>SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXTS</b>	<p><b>Skills &amp; Strategies</b></p> <ul style="list-style-type: none"> <li>Compare &amp; Contrast/Story Structure</li> <li>Fact &amp; Opinion/Ask Questions</li> <li>Compare &amp; Contrast/Graphic Organizer</li> <li>Plot &amp; Theme/Summarize</li> </ul> <p><b>Read Aloud for Unit (Big Book)</b></p> <ul style="list-style-type: none"> <li>Turtle, Turtle Watch Out!</li> </ul> <p><b>Suggested Read Aloud Anthologies:</b></p> <ul style="list-style-type: none"> <li>Kimi's Ocean</li> <li>All the Same, Only Different</li> <li>Happy Birthday, Old Man Winter</li> </ul>	<p><b>Main Selection &amp; Paired Texts:</b></p> <ul style="list-style-type: none"> <li>The Quilt Story &amp; Making Memories: Changing with the Times (realistic fiction &amp; interview)</li> <li>Life Cycle of a Pumpkin &amp; How do seeds know which way is up? (expository fiction &amp; poem)</li> <li>Frogs &amp; From Egg to Egg (expository nonfiction &amp; narrative nonfiction)</li> <li>I Like Where I Am &amp; A New House (narrative poem &amp; email)</li> <li>Helen Keller and the Big Storm &amp; Wind (narrative nonfiction &amp; expository nonfiction)</li> <li>Scott Foresman Listening Comprehension (Day 1)</li> <li>Scott Foresman Read Aloud Anthology</li> <li>Scott Foresman Big Book "From Me to You"</li> </ul> <p>Teacher Observation</p>